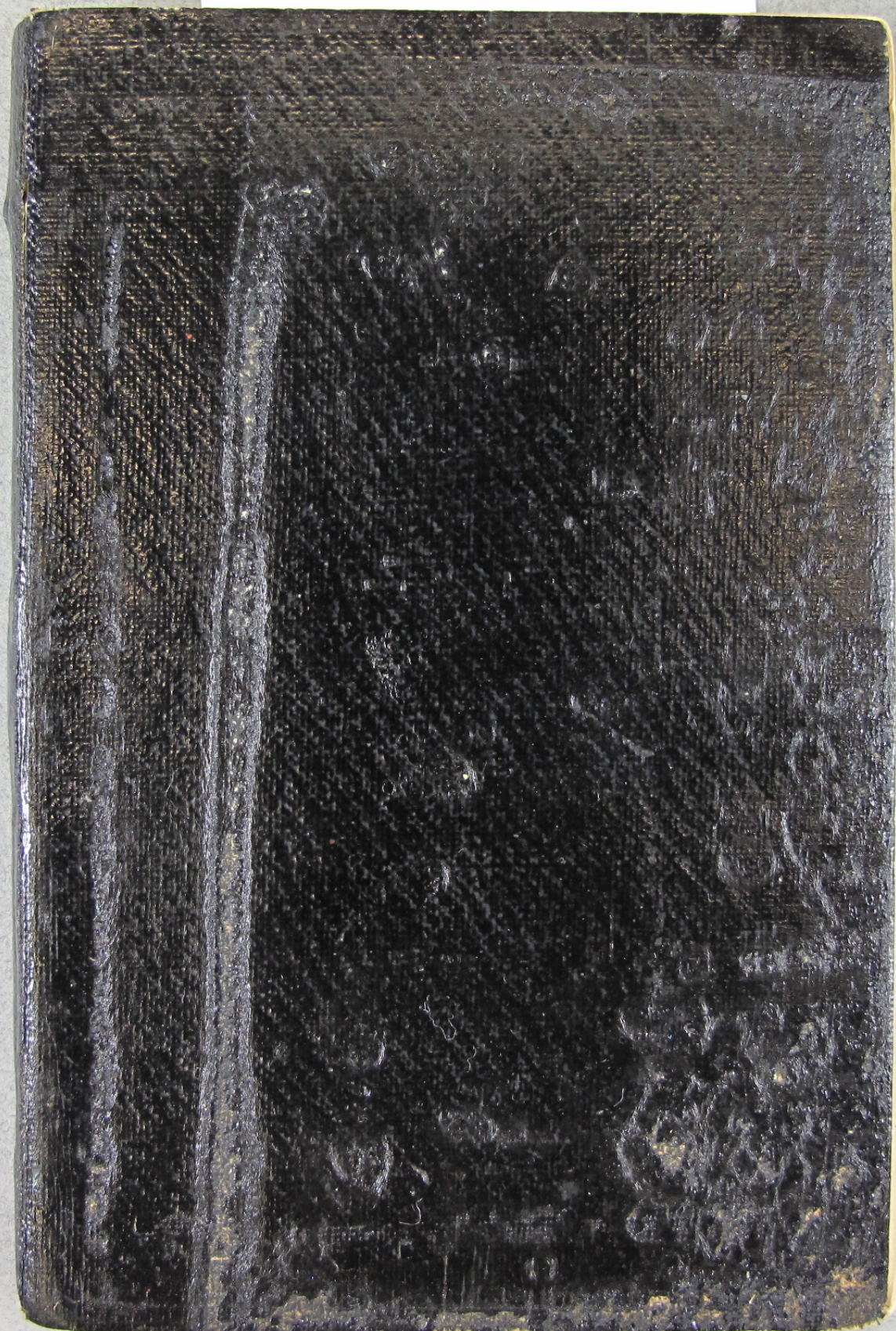


CMC31A



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PICMC31A

About Words.

When we speak, we use words.
There are so many English
words for us to use from
that it would take one two
whole days to count them
all.

If we had these words
written on different slips of
paper to be counted, we
might put them into ^{eight} ~~seven~~
heaps, because they are
of ^{eight} ~~seven~~ sorts.

That is, they are all words,
as all fruit is fruit; &
they are made of different
letters & have different

meanings, as all the apples on a tree have different shapes: - but besides this, there are ^{many} ~~some~~ different kinds of words, - just as apples, pears and plums are different kinds of fruit.

When we talk, we take words out of either of the heaps, just as we want them to make sense.

Lesson I.

Words put together so as to make sense form what is called a sentence.

Barley oats chair really good and cherry, - is not a sentence because it makes no (n) sense. Tom has said his lesson, - is a sentence.

It is a sentence because it tells us something about Tom.

Every sentence speaks of some one or of something, and tells us something about that of which it speaks.

So, a sentence has two parts,

- (a) The thing we speak of.
 (b) What we say about it.
 In our sentence, we speak of 'Tom' - we say about him that he 'has learned his lessons.'

The thing we speak of is often called the Subject, which just means, that wh. we talk about. If you were to talk about your doll, the doll would be the subject.

To be learnt.

Words put together so as to make sense form a sentence.

A sentence has two parts, that which we speak of; ~~that which~~ ^{what} we say about it.

That which we speak of is often called the Subject.

Exercises. Put the first-part to — has a long mane.
 — is broken.
 — cannot do his sums. &c. &c.

The second part to —

That poor boy —

My brother Tom —

The broken flower-pot —

Bread and jam —

Gray's tool basket — &c. &c. &c.

Say which part is wanting
 & supply it in, —
 Has been mended. Tom's
 knife. That little dog.
 Cut his finger. Eat too
 much fruit. My new
 book. The snowdrops in
 our gardens. &c. &c.

Be careful to call the
 first part of ^{each of} these sentences the
Subjects.

Lesson II.

We may make a sentence
 of two words — ^{a name of} something
 that we speak about, and
 what we say about it.

Let us make sense
 in two words. — John writes.
 Birds sing. Mary sews. &c. &c.

We speak about John.

We tell about him that he —?

" " " Birds. &c.

All these words, writes,
 sing, sews, &c. — come out of
 one heap, & the words in
 that heap are the chief
 words of all, ^{because} for this reason,
 we cannot make sense, and

therefore cannot make
a sentence, without pick-
ing up one of them to put in.

For this reason they
are called Verbs, which
means Words, because they
are the chief words of all.

All the Verbs in the heap
are either about being some-
thing, - I am tired -

He is hungry.

The birds are merry.
Or they are about doing
something. Alice writes

Robert jumps

The cat mews.

To be learnt.

We cannot make sense with-
out a Verb.

'Verb' means a Word.

Verbs are the chief words.

Verbs are about being
something. - He is sleepy.

or about doing something -

He runs.

Exercises. Put in a Verb

that ~~one~~ is about being something

Edgar - sleepy. Boys -
rough. Girls - quiet. &c. &c.

2. A Verb about doing something.

The cat - Dogs - Knives -

Lesson III.

John writes. Birds sing.

Mary sews. &c. &c. &c.

We have talked about -
writes, sing & sews. &
you know that they are — ?

John, birds & Mary you
know are the subjects or
first-parts of the sentences.

You can tell something
more about them, —

John is a boy's —

Mary is a girl's —

Birds is a — given to feathered
creatures. &c. &c.

So all these words are name-
words.

As nearly everything
in the world has a name,
you can imagine how
many name-words there
must be.

I think of all the things in
this house.

Then of the things you have
seen in the streets.

Then of things you have
heard and cannot see.

Such as music & noise —
Then of things that you
can only think about
such as obedience and
gentleness.

If you were to write the

names of all these things
down, you would have
hundreds of name-words
belonging to things that you
know yourself.

The name words make
the largest heap of all.
We call them Nouns,
because the Roman people
called them 'Nomen' - their
word for a name.

Name-words are called
Nouns.

Exercises. Make a sentence
by putting a Noun to

these Verbs. -

— mew. — walks

— rides. — sing.

— cut. — bark. &c. &c.

Do. do. a Verb to these

Nouns. Kites —. Rain —.

Fire —. Flowers —. &c. &c.

Lesson IV

A short lesson, for it is about the smallest of the nine heaps - a heap that has only three words in it.

They are very little words.

They do not mean anything.

Their use is just to point out the Nouns or name-words.

They belong to the Nouns as your finger belongs to your body.

For that reason, they

have a name which means 'little joint'. They are called Articles.

Articles ^{very} always stand before their Nouns, - (though sometimes some other words get in between).

Now that you know all about them, you will be able to find them out for yourself, and put one before, -

- eagle flies.

- man walks &c. &c.

You can say, An eagle flies or, The eagle flies. A man walks, or, The man walks.

Articles point out nouns.

The Articles are, a, an, the.

Exercises. We can make sentences of three words now. For we can put ~~a~~ noun with its article for the subject.

1. Put a verb to. — A man —, The boy —. A lamb —.

A baby —. An ostrich —. &c. &c.

2. Put ^{a subject} a noun with its article to. — crows. — flies, — creeps. — sings. &c. &c. &c.

Lesson V.

Another lesson about words that belong to nouns.

These are more useful than the articles for they tell us what the noun things are like.

They are called Adjectives because they ^{are placed} are near to the nouns.

They often come between the noun and its article. — A good boy. Sometimes they come after the noun. The boy is good.

Some Adjectives tell us what a thing is like - that is, they describe a thing. A sweet orange. The boy is tall. A new hat.

Other Adjectives show the number of things. - Three books. The first snow-drop. Nine boys. The third shelf.

Other adjectives have no particular meaning. Some apples. Any cheese. The other hat. This knife. These scissors.

But we can always tell what they are by their belonging to nouns.

Adjectives belong to Nouns.

Adjectives are placed near the nouns they belong to.

Exercises. Six describing Adjectives for a horse - an apple. &c. &c.

Put number adjectives before cherries, door, seat, house, chairs. &c.

Put adjectives without any particular meaning.

before. — boys. — cherries
the — day. — eggs. &c.

Put an Adjective
between the Noun & its article.
The — man. A — boy.

A — tree. A — orange.

Put two Adjectives
between the Noun and
its Article, —

A — — house. The —
— hoop. A — — can &c.

Three Adjectives. do. do.

Put an Adjective after
the Noun. —

The cat is —. The child
is —. The man was —.
This flower is — &c. &c.

Exercise Lesson.

1. Take boy for the subject.

10 sentences about 'boy'.
A different ^{describing} Adj. before the
Subject each time. & a diff. Verb.

The merry boy plays.

A diligent boy learns. &c.

Give five other Nouns.

2. Take girls for the subject.

Come for the Verb.

10 Sentences with Adjectives
that have no particular meaning

before the Subject. — as some.
these, any, few, this, same &c.

These are Adjectives, just
because they belong to a
Noun.

Do. with five other Nouns.
Do. with number Adjectives.

We can find Adjectives
out in this way - What boy?
The merry boy. What girls?
Some girls. What door?
The first door.

Any word that in this way
belongs to a Noun is an
Adjective.

Make 2 sentences with a
different Verb ^{in each} about a boy
from every country in Europe.
As. The Prussian boy writes. &c.
What boy? The Prussian boy.

&c. &c. (Many exercises are
necessary at this point. to fix
the idea of an Adj. not as a describing
word. but as that wh. belongs to a Noun).

Lesson VI.

We know that a sentence has
two parts -

The first part, the thing
we speak of, is called - ?

Our subjects have been
name-words, or - ?

And we have put with them
- ? and - ?

The second part of a sentence
is, we know, what we tell
about the Subject.

This second part is often
called a predicate. a
word which simply means
to 'tell about'. If I were
to say 'It is a fine day' - I

should predicate, or
tell about the day.
Try how many things you
can predicate or say about
Tom. -

Tom { broke the window.
eat his dinner.
played on the beach.
is a good boy.
is kind. &c.

These we call predicates -
because they are what we
predicate or tell about Tom.

If you notice you will
always find that the
Verb is in this part of the
Sentence.

Sentences often only have
a Verb for the predicate.
The tall, strong boy jumps.
~~When there are other words~~

What we say about the
Subject is called the
Predicate.

To predicate means to tell
about a thing.

Exercises. Predicate six
things about. A gentle child.
Six about. A long, merry game.
&c. &c. Put Subjects to -
- is soon over. - should not
be injured. - chatters. &c. &c.

Lesson VII.

There is one family of
verbs you will easily
remember, as they are
your namesakes, the Bes

There are several of
them - is - Be. are - Be.
was - Be. were - Be. and
some others.

They are all little
words, but they are very
much used, as there
is hardly a sentence
but has one or others of
them in ~~the~~ its predicate.

Let us make some
sentences with is and

an adjective for the
Predicate.

The table - is round.

The wall is high.

The blind is red, &c. &c.

We speak of - ? We say
about it that it - ?

So table is the - ?

'is round' is the - ? &c. &c.

Round is an Adjective.
So it must belong to a
Noun. What is round?
So we see 'round' belongs
to table. And so with
all these Adjectives - though
they are away from their
Nouns & in the predicate

yet they belong to
the nouns all the same.

Make six sentences
about the sofa with *is*
and an Adjective.

The sofa is large.

The sofa is green.

The sofa is wide.

The sofa is soft.

The sofa is new.

The sofa is handsome.

We might make these
into one sentence by
turning the six predicates
into one.

The sofa is - now say
the adjectives all

one after the other - but
put *and* between the
two last.

When we write several
sentences turned into one
in this way we put *and*
between the last two
Adjectives, and a comma
after each of them except
the one before the *'and'*.
The sofa is large, green,
wide, soft, new and
handsome.

Is and an Adjective
make a Predicate.

The Adjective belongs
to a Noun.

Exercises. Make sentences
with 'is' and an Adjective
for the predicate, about
twenty things in the room.

The window is high. &c.

Make six sentences with
is and an Adjective for
the predicates. About: ink.
Six about the pen. &c.

Turn each of these sixes
into one - remembering to
put 'and' between the two Case
Adj.s. & a comma after each of the others.

Lesson VIII.

In this lesson we shall
speak of the same things
that is, we shall have the
same subjects for our
sentences. table, wall, curtain.

But instead of one table
we shall speak of several -
so our subject will be,
not, the table, but; the tables -
&c. &c.

So the difference will
be in the number of things
we speak of.

When we speak of a single
one, we say, table.

If we mean more than one we say tables.

The ~~name~~ word for one thing you know - it is single, or singular. That is, one by itself.

The word for more than one is new to you - We say some words are Plural. When ~~they~~ more than one thing is meant.

So if the number of things we speak of is more than one, we say the noun is in the Plural number.

If the number of things

is just one, we say the noun is in the singular number.

It is easy to make singular nouns plural.

How does 'table' change? Make all the subjects of the last lesson plural.

We shall leave the predicates for another lesson. That you may learn these new words.

When the number of things ~~we speak of~~ is more than one, ~~we say~~ the noun is in the plural number.

A noun that means one thing is in the singular number.

Exercises

Give the singular and plural for twenty things in the house.

Twenty things on the beach.

Twenty things in a garden. &c. &c.

Lesson IX.

We shall take our old sentences, only the subjects shall be plural.

The tables - is round.

The walls - is high.

The curtains - is red.

Your ear tells you this is wrong in a moment.

What words do you want ~~the~~ to change?

The Verb. you want to change 'is' into 'are'.

This is rather odd, 'is' and 'are' mean just the same, only we always use 'are' when we speak of

more than one thing.
that is, with Plural forms.

The reason is, that
the Verb & the Subject
are great friends and
agree together so well
that if the subject changes
into the plural number
the Verb does the same.

Notice, you do not -
want to change the article
~~a~~ adjective. You say
The table is round. &
The tables are round.

It is only the Verb and
the subject that agree
like two brothers dressed

alike - if one wears hills
the other must wear hills
too - if the subject be
plural the Verb must be
plural too.

Make six sentences about
'the sofas' - (as in VII.)

Turn the six into one.
remembering about
the commas.

The Verb and the sub-
ject must agree.

If the subject is plural
the verb changes to be like
it.

Exercises. Make the
subjects & verbs in
Exercise VIII. plural.

Make sentences with
'is' & an adjective for
the predicate, about
20 things to be seen from
the window.

Then make the subjects
& verbs of all these sentences
plural.

He. He. He. He He. He. He. He.

Lesson X. IX

Most verbs change in
rather an odd way, to
match the subject.

They do not change the
word altogether, like 'is'
and 'are' in the verb 'to be'.
But only the last letter.

You noticed that most
nouns are made plural
by adding 's'.

Well it seems as if the
verb and the ~~verb~~ subject
could have but one 's' between
them.

When the noun is singular
and does not want the 's'

Then the verb has it. —
 The dog walks. The boy reads.
 Make 'dog' plural, that
 is, put an 's' to it, and
 you will find the verb
 no longer wants the 's'.
 The dogs walk. —

Many Verbs are made
 plural by taking off the 's'.

Exercise. Make sentences
 with singular nouns for subjects
~~and~~ with these predicates:
 walk, run, jump, ride,
 sew, skip, dance, see, &c. &c.
 Now make the subjects plural
 & alter the verbs to agree with them.

Lesson XI, 7

The boy reads. Tom is good.
 We speak of — ?
 That-which is spoken of
 is called — ?

Because subjects are
 always the names of the
 things we speak of, they
 are ~~said to be~~ in the
naming case.

Case means condition. If
 a little boy is hungry,
 he is in hungry case.
 if he is sleepy, he is in
sleepy case — if people
 are in trouble, it is a sad

Case. And because subjects are always naming something, they are in the naming case.

Perhaps you remember the word the Roman people used for name - turn the 'a' into 'o' & put an ~~and~~ 'n' at the end of our word & you have it - nomens.

Well, just as we call our name-words nouns from their word, so we call our naming cases - nomina - nominative case.

The subject is the name of the thing spoken about.

It is in the nominative case.

Nominative means naming.

Exercises. The boy reads.
What case is boy in? —
Why? Because it is the subject,
& the subject is the name of
the thing spoken about.

I think of all the sentences we have made, & say this about the subject each time.

Lesson XII

John is good. - four
 You can tell ~~three~~ things
 about the word 'John' -

What do we speak about?

The thing we speak of is called
 - the Subject - So John is
 the subject.

The subject is the name of
 the thing ~~spoken about~~; so
 John is in the naming case
 or the nominative case.

John is a boy's name.

Name words are called
 nouns.

So John is a noun.

'John' means a single boy.

When name words mean
 single things, they are
 in the singular number.
 So John is in the singular
 number.

So the four things about
 'John' are - that it is the
 subject - in the nominative
 case. a noun. and in
 the singular number.

The boys write - Try to tell
 four things about boys.
 The girl sews. "

tc. tc. tc. tc. tc. tc. tc.

Tell the reason for each
 thing you say.

Lesson XIII.

John is good.

We have spoken of John.
See what can be said of
'is good'.

One thing about the two
words together - They are
the predicate.

Predicate means to
tell about -

'is good' is what we tell
about 'John.'

So, 'is good' is the Predicate.

We may say three other
things about 'is'.

It is the word that makes

a sentence, that is, makes
sense of the other two.

John good. is not sense.
'John is good' is a sentence.

We know 'is' must be the
verb because we cannot
make sense without it.

It is about being some-
thing, so it is one of the
words of the verb 'to be'.

The subject 'John' is
singular.

The verb is always like
the subject in number.

So 'is' is singular number.

Three things about 'is' - it is
a verb - it is part of the verb to be.

it is in the singular
number to be like the
Subject.

Lesson -

We shall again make
sentences with one of
the words of the Verb to
be & an adjective for
the predicate.

Let the subject be an
orange that you eat yesterday.
The orange is nice.

Will not do. Such a sentence
would mean that the
orange is nice now. When
we know it is eaten &
done with.

We do not say is when
we speak of ~~something~~
what happened yesterday

or in any other
past time . . . but: the
 orange was nice.
 If we had eaten more
 than one. we should
 say, the oranges were nice.
 If we hoped to eat an
 orange when lessons were
 done or to-morrow or
 at any future time.
 we should say the
 orange will be nice.

So the Verb shows three
 things about time.

When we say is, or are,
 we mean now - the present
 time.

When we say was or were,
 we mean some time
 that is past - -

If we say 'will be' we
 mean some time future
 or yet to come.

shows
 So we say the Verb has
 three times - present -
 past - and future.

Instead of using our
 English word 'time' we join
 use the word of the Roman
 people - tense - which means
 the same thing.

Verbs have three tenses -
 present, past and future.

Tense means time.

Lesson -

You remember that
we can make a sentence
with only two words.

A name-word for the
subject & a Verb for the
Predicate. Birds sing -

John walks

And however many words
there may be in a sentence
the name word is the real
subject & the Verb the
real predicate & all the
other words belong to these
two.

It may have a long subject
- still only a single word for

the predicate. The boy,
sitting beside his mother
on the sofa reads -

But there are some
verbs that we cannot
use without a name-word
after them -

~~Because there are~~
~~many things we cannot~~
~~do without doing~~
~~them to something~~ -

We cannot watch without
watching something
or take without taking
something.

Henry broke - what? his cup
or his stick or the jug. but

if he breaks, he must break something.

So there are some action that must pass over from the doer to some thing else.

This kind of Verb is called Transitive. a long Latin word which means to pass over.

If you ^{break} your doll the action of breaking passed from you to the doll. so break is a Transitive Verb.

The other Verbs we call not-transitive.

only as transitive is a Latin word, we must use the Latin word for not which is in.

Tom sleeps - he does not sleep anything. the action stays with himself. so sleeps is an intransitive Verb.

When an action passes over from the doer to some other the Verb is transitive.

Transitive means to pass over.

When the action passes from one to another

Lesson -

x VI

The name word that comes after the Transitive verb is called the object.

If you break your doll or cut your finger or take a walk. ~~the~~ doll and finger and walk are the objects because they are the name words that the Transitive Verbs take after them.

So now you have a new name for part of a sentence.

That little boy. Subject.

you - predicate
his kite - object which is a part of the predicate.
Transitive Verbs do not make sense without an object. John you - we want to know what?
his book - then book is the object.

Transitive Verbs must have an object to make sense.

Lesson - XVII

Mary plucked the flower.
 Plucked what? the flower.
 flower is the object -
 without which Mary
 plucked would not
 be a sentence.

flower, you know, is
 a noun -

Because it is a noun,
 it has a little ^{an article} article
 to point it out.

It might also have
 some other words - that
 are the words that always
 belong to nouns.
 So we may say, Mary

plucked the beautiful
 blue flower. - or, Mary
 plucked that flower &c.
 Because the same word
 that the transitive verb
 takes after it is ~~in~~ ^{always} the
~~condition of being~~ the
 object - it is in the
Objective case or
condition. That is, it
 is in the condition of being
 the object.

When objects are nouns,
 they ^{may} have ~~the~~ articles and
 adjectives belonging to
 them.

Objects are in the Obj. case.

Lesson.

I. sometimes happens that a noun has another noun, the name of a quite different thing ^{thing} belonging to it - instead of an adjective.

This first noun is always written with an 's' after it - not joined to it as if it were plural, but with a comma between the 's' and the word.

A comma placed so is called an apostrophe - a word

which means to turn away. & it is a sign that some letters have been turned away. John's slate - was per. Paps once John's slate - So the ~~h~~ & ~~e~~ have been turned away & the 's' kept - with an ' to shew the place of the other letters.

When two nouns come together in this way, the first thing whose name is written with the 's' always owns the second.

As the dog's collar -
 when the 's to dog -
 shows that it owns
 or possesses the
 collar.

When two nouns come
 together meaning different
 things in this way, the
 first thing always owns
 or possesses the second.

For this reason, such
 nouns are said to
 be in the possessive
 or possessive case.
 When one thing owns another,
 the name of the owning thing
 is in the possessive case.

Lesson -

These possessive nouns
 may go before the subject -
 as we may say -

Mary's brother is tall -
 where brother is the
 thing we talk of - that is
 the subject. & Mary's
 is the Possessive noun
 that goes with it just
 as an adjective would.

Sometimes they go
 with the object -

Henry broke Lucy's cart.
 Broke what? - the cart -
 & Lucy's is the possessive
 noun that goes with the

Object as an Adjective
would.

Lucy + cart - are of
course different things
or Lucy could not
own that cart.

Possessive nouns
may go with the sub-
ject or with the object.

Lesson - + +

Of course if two nouns
that mean the same
thing & come together
they must be in the
same case.

Laura, the doll has a blue
dress.

Where Laura + doll are
two names for the
same thing, and so
they must be in the
same case -

There is one verb about
which rather an odd
thing happens. The
noun that goes before it -

and the noun that
comes after it ^{are} - always
two different names
for the same thing.

We say, Henry is
a tall boy.

Hammers are useful
tools.

Mary was a foolish child.

You see Henry & boy,
hammers & tools -

Mary & child - are two
names for the same
thing.

You know that these
words, is & are & was,
all belong to the Verb to be.

& it is the only verb
in which this happens.

We may take for our rule
that ^{when the} different names
for the same thing, ^{in a sentence}

^{are} are in the same
case.

Name-words ^{in a sent-} that mean
the same thing are in the
same case.

Lesson - XXI

You remember. Now
verbs are of two kinds.
The transitive verbs
that cannot make sense
without an object.

And the intransitive
verbs that cannot have
an object.

Uncle went - he
could not went any
thing. because went is
intransitive & cannot
have an object.

But though the verb
cannot take an object
itself, it has a family

of little friends each
one of which always has
an object.

Uncle went - is not
very good sense. so we
shall see what the verbs
friends can do to give
it an object.

We cannot say Uncle
went London - but uncle
went to London -

Uncle went with aunt.

" " on horseback.

" " by ~~train~~ ^{rail}.

" " in a carriage.

" " through the fields

" " over the wall.

Uncle went near the house
 " for a walk
 " into his room
 " beyond Broadway
 These words always
 have an object after
 them. & because
 their place is before
 the object - they are
 called prepositions.
 Position you know is
 another word for place.
 & pre. is the Latin word for before.

Prepositions always
 have an object after
 them.

Lesson & their objects
Prepositions do not
 always come into a
 sentence as the friends
 of the predicate.
 Sometimes they belong
 to the subject.

The house on the hill has
 green shutters.
 Sometimes they belong to
 the object.

Henry fed the horse with
the long tail.
 Indeed they are very
 civil & come into a
 sentence just where they
 are wanted - only on

in condition - the
two must always
go together - you cannot
have a preposition with-
out its object.

As the name - words
that come after pre-
positions are always
objects they are in
the objective case.

All objects are in the
objective case.

Lesson -

We have used 'to' as
a preposition - but it
can only be a preposition
when it goes before its object.

We often find ~~to~~ before
a verb - then it is not a
preposition but just a
little sign belonging to
the Verb. & showing in
what way it is used.

There are different ways
or modes of using a
Verb.

You may use it with
'to' before. He learns to
write.

just
 You may say that the
 action happens - he writes.
 You may be in doubt about
 it. If he write a page.
 You may say he has the
 power to do so - he may write
 he can write
 he might write -
 or you may tell him to
 write!

These different ways
 or modes of using
 a verb are called
 moods - which means
 the same thing.
 Verbs are used in different
 ways. These ways are
 called moods.

Lesson.

When a verb has 'to' before
 it, it cannot have a subject
 so of course it cannot be
 either singular or plural.
 Be ^{such verbs} ~~if~~ it cannot have a
 subjects before it - ^{may} it cannot
 be used for a predicate
 neither do they show
 anything about time -
 whether the action is past
 or present or yet to come.
 For these reasons we say
 that verbs with 'to' before
 them are in the infinitive
 mood - which means that
 we cannot tell much about
 them.

Indeed these infinitive moods are more like name-words than any thing else.

They are the names of the verbs. If we wish to speak of a verb, we call it - the verb 'to be', or the verb 'to write' or the verb 'to go' - just - as we should say the dog barks.

Because infinitive moods are like name-words, we often find them make a subject just - as if they were nouns. We say -

'To swing is great fun. Here you see the thing we speak of is, 'to swing'. Sometimes an infinitive mood makes an object. I like to read. like what? to read. So 'to read' is the object of like.

Infinitive moods are the names of the verbs.

They may be subjects or objects in a sentence.

Lesson - x x v

The next is the mood
that tells or declares
that an action happens.

We walked. They walk.
I am walking. He will
walk.

These are all in the
declaring mood, as they
just show that the action
happens.

This mood is called
'Indicative' which is
another word for declaring.

Indicative moods
are always predicates.
& so they always have

a subject.

Verbs that have subjects
are in the indicative
mood.

Lesson. XXVI

Indicative moods
have two other forms -
You may declare
a thing with a doubt -
If he try, he will succeed -

This form always has
if or though or some
other doubting word before
the ~~verb~~ subject.

For this reason it is
called the subjunctive
form of the indicative
mood. Subjunctive
means doubtful.

The subjunctive form

has 'if' before it
When the verb declares with a doubt, it
is in the subjunctive form.

Lesson. XXVII

You may declare so
as to show that there is
power to do the action -

He may go

They can go - &c.

This is the form that
shows power.

You know we call a king
a potentate because he
has much power.

So this is called the
potential form of the
indicative mood, because
it shows power.

The real verb must always
have a helping verb -

may or can or might
 or could, ^{along with it} to shew this
 power.

When the verb declares
 so as to shew power
 it is in the potential
 form of the Indicative
 mood.

Lesson - XXVII

There is one more way of
 using a verb -

It may be used to make
 a request - or to command.

It is rather odd that
 we use just the same
 words for a request - or
 a command. The difference
 is in the tone of voice -
 & that we mostly put
 please before a request.

'Come here' may be a command
 if a grown person says it;
 & a request if said by
 a child.

So as the Verb is the same

for a request or a command.
This is called the commanding
mood.

You very likely know
that Imperative is
another word for
commanding.

The imperative
mood is always a
predicate. But an
odd thing about it is
that it never has a subject.

We say. Come here.
Sit down. Shut the
door. Open the window.
Of course we mean
you come here. You sit

down &c. But the
subject is always
understood. & you
see it - does not sound
right to say it.

When the verb commands
it is in the imperative
mood.

The imperative mood has
no subject.

Lesson.

The predicate often has another part besides the object.

Words joined to the predicate to tell how it is done, or where it is done, or when it is done are called adjuncts. A word which means joined to.

Henry came here.

Henry came now.

Henry came to me quickly.
Do it at once.

Here, now, quickly, at once. are adjuncts

that tell us how, or where, or when the action is done.

A predicate may have two or three adjuncts belonging to it.

Bring it here, punctually, to-morrow.

Here, punctually and to-morrow are three adjuncts that ~~tell~~ shew how the action of bringing is to be done.

Predicates may have adjuncts.

Adjuncts shew when how or where the action is done.